|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:**  **Subject Area: english**  **differentiated reading –What do you see ?** | | | | | **Driving x Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  Identifies some parts of the book(title-author-illustrator-from front cover- back cover, characters and setting. )  Responds actively to read aloud situations (makes predictions). | | | | | | **Skills:** Listening/Speaking/writing | | | | | |
| **Materials: Books** | | | | | | **Grouping**  Individual  Pairs  x**Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **Stations** |
| **Date: Week 21**  **Feb 3-7 14 2014** | | | **Time: 10-15 min.** | | |
| **Description** | | | | | | | | | | | |
| Tier 1  In all tiers review the parts of the book.  Use only one copy of the book as children sit close to you; begin with the cover and title page.  Have children read the title of the book making emphasis in the beginning sounds.  Provide each child with a copy of the book.  Encourage children to follow along in their copies of the book.  Encourage children to read by themselves.  Tier 2  Provide each child with a copy of the book.  Have children read the title of the book making emphasis in the beginning sounds.  Read the book together with the children and point to each word as they read.  Encourage them to read with a partner.  Tier 3  Make children check the sound of the first letter to figure out which word best matches the picture.  When they want to read a new word, have children say the sound of the first letter.  Provide each child with a copy of the book. Have them read in a peaceful place.  Additional lesson: Intro. The sound “S” | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | | | | |